DOCUMENT RESUME

ED 415 140 SO 027 808

AUTHOR	Gray, Kaaren St. Armour
TITLE	Children Hungering for Justice: Curriculum on Hunger and Children's Rights, Grades K-4.
INSTITUTION	Denver Univ., CO. Center for Teaching International Relations.; Church World Service, Baltimore, MD. Office on Global Education.
REPORT NO	ED 9160
PUB DATE	1990-00-00
NOTE	25p.; For related items, see SO 027 809-810.
AVAILABLE FROM	Church World Service, P.O. Box 968, Elkhart, IN 46515-0968 ($3 each, pre-paid).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Activism; Advocacy; *Children; *Citizen Participation; Elementary Education; Food; Foreign Countries; *Hunger; *Justice; Nutrition; *Poverty; Social Action; *Social Studies; Teaching Guides; World Problems

ABSTRACT

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum includes more than enough material for two hour-long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which subsections might be combined to create shorter lessons. Cross-references are made from one unit to the other. The lessons include: (1) "Children and Hunger"; (2) "Children and Justice"; (3) "Students CAN Make a Difference"; and (4) "Additional Resources." The purpose of the lessons is to promote awareness and social action for positive change. The teacher's role in encouraging productive responses will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 415 140

Children Hungering For Justice

Curriculum on Hunger and Children's Rights
Grades K-4

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

S.K. Clarke

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

SO 027 808

Produced by the Office on Global Education
in cooperation with the Center for Teaching International Relations, University of Denver

BEST COPY AVAILABLE

World Food Day

World Food Day was created by the member nations of the U.N. Food and Agriculture Organization (FAO). Now observed in more than 140 countries, the day's purpose is to focus attention on all food and farm problems, and to get the people of the world more directly involved in the search for solutions. It is sponsored jointly by FAO, each national government, and the private voluntary community. But the experience of the first 10 years shows clearly that the success of World Food Day, in each country, has come through grassroots action.

In the U.S., the National Committee for World Food Day is sponsored this year by more than 350 private voluntary organizations. A variety of educational and information materials for World Food Day are produced by FAO, governments, and national World Food Day committees. This material—study papers, fact sheets, posters—is available on request at no cost in most cases. It is designed to help promote World Food Day events and to help people better understand food and hunger issues.

For more information please write:

Coordinator
U.S. Committee for World Food Day
1001 22nd Street, NW
Washington, DC 20437
(202) 653-2404

About the Author:
Kaaren St. Armour Gray is a teacher in the St.Vrain Valley Schools, Longmont, Colorado. She received her B.A. from the State University of New York at Potsdam and her M.A. from the University of Denver. She has taught at the elementary level for twenty three years. She has served as a member of curriculum and assessment writing teams in language arts and social studies. She has spoken on curriculum at state and regional social studies conferences.

Design and type by **Global Ink,** a communications agency
working for organizations engaged in development, hunger, health and related issues.
1244 Clairmont Road, Suite 210, Decatur, GA 30030, (404) 728-1138

Cover photo (Nicaragua): Church World Service/Linda Robbins

Printed on recycled paper

Introduction

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum seeks to support World Food Day activities and to educate about the United Nations Convention on the Rights of the Child. The curriculum includes more than enough material for two hour long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which sub-sections might be combined to create shorter lessons. Cross-references are made from one unit to the other.

Another way to bring these issues to life for your students is through the use of audio-visuals. In the **Resource Section** we suggest a few titles for your consideration. These can be excellent supplements for the material presented--and they are free.

When faced with the magnitude of the problems that confront adults and children alike in today's world, it is vital to promote action, not passivity. The teacher's role in encouraging proactive responses, even among the youngest students, will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. Finally, while seeking to educate children about issues of hunger and justice, it is imperative that teachers be sensitive to the fact that some of their students may themselves be malnourished or be experiencing abuse.

Contents:

Part One	Children and Hunger	4
Part Two	Children and Justice	10
Part Three	Students *CAN* Make a Difference	18
Part Four	Additional Resources	20

"We are guilty of many errors and many faults but our worst crime is abandoning the children, neglecting the fountain of life. Many things can wait, the children cannot. Right now is the time their bones are being formed, their senses are being developed. To them we cannot answer 'tomorrow,' their name is 'today.'"
—Gabriela Mistral

Part One: Children and Hunger

Teacher's note: This curriculum will help children to understand who, where, and why children suffer from hunger. Students will take steps to become involved in the process of elimination of world hunger (possibilities are listed in **Students *CAN* Make a Difference**). The curriculum is designed with three options. The teacher may choose either A, B, or C and follow it throughout the curriculum or he/she may use a combination to extend the unit several days. A Hunger Fact Sheet is included for teacher background.

Objectives

1. To understand the who, where, and why of world hunger.
2. To work cooperatively in solving problems.
3. To practice communication skills.
4. To practice mapping skills and analyze characteristics of geographic location.

Materials

1. Sources of Information (Options)

A. Videos or filmstrip (See **Additional Resources** for suggestions.)

B. Book - *Let's Talk About: Why are People Hungry?* by Ruth Versfield, Gloucester Press, New York, 1988.

C. Articles from newspapers, news magazines, etc., or video taped television news or documentary programs on hunger supplied by the teacher or researched by students. This must be assigned at least one week before the day of this lesson.

2. Chart prepared for use during the lesson.

WHO **WHERE** **WHY**

3. Overhead transparency of world map made from attachment A.

4. Overhead marking pens of various colors.

5. One large projection of the world map on chart paper made by using the overhead transparency.

6. Small pieces of drawing paper (approximately 3"x3").

"From the broader perspective of our common future, ensuring the healthy physical and mental development of children is the most important investment that can be made in the healthy social and economic development of our societies."
—State of the World's Children, 1990, UNICEF

Lesson Plan: Children and Hunger

Procedure

I. Begin by asking students what they think hunger is. Write student responses on the chalk board. Ask: How do you feel when you are hungry? - Your stomach growls, stomach hurts, you feel tired, you have a headache, you feel weak, you have a strong desire for food, etc.

II. Introduction to Hunger Around the World

(3 options)

A. Class views teacher choice of videos or filmstrips.

B. Teacher reads the book *Why are People Hungry?* to the entire class.

C. News articles are displayed on a bulletin board. Previously assigned students give oral summaries to the class of the articles they read.

III. Discussion

A. Ask students what pictures/stories were most important to them. How did they feel when they heard/saw it? What surprised them?

B. Write the meaning of real hunger on chart paper or on the board. ("Real hunger means real people living days and days with no food, or not eating the right balance of food, or living years and years with not enough food.")

C. Begin to fill out, with student responses, the previously prepared chart. (This is information gained from the story, film or news articles.) **WHO** (Poor people in poor countries, poor people in rich countries.) **WHERE** (all over the world, but especially in Africa, South and Central America, and Asia.)

D. Turn on overhead transparency and project the world map. Have students take turns highlighting with marking pens areas on the map where they think there is hunger based on what they've learned so far.

E. Return to chart. Fill in **WHY**. (War, bad weather - drought, too much rain, cash crops instead of food crops, poor land management, poor distribution, poverty.)

F. Break students up into cooperative groups of four or five members. Teacher will assign in each group - a leader, a reporter and artists. Each group will meet together and decide on and design a way of showing each of the causes of hunger to glue on a world map. All group members should contribute to the creation of the art work done on small pieces of paper. Give each group 5-7 small pieces of drawing paper. Allow time for students to discuss and draw.

G. When the groups appear to be done call the class together again. Each group's reporter will tell about the art work the group has produced. Tell students to think about a place in the world where this problem might be happening and appropriately place art work on the world map in an area of the world where there is hunger. The group can decide together on appropriate placement, teacher guidance might be needed. See D above.

H. Investigate the finished map for clustering of causes. If clustering appears analyze why this occurs.

IV. Follow-Up

Ask the following questions:

A. What do you think it is like to be a hungry child? What do you think hungry children think about? What do you think they worry about?

B. If you were a hungry child what kind of help would you want from others? What kind of help would benefit you immediately? In the long term?

C. What could we do as a class to help the hungry? Locally? Nationally? Internationally? See **Students *CAN* Make a Difference** sheet for suggestions. At this point students may want to extend their knowledge of relief and self help efforts for the hungry. Some agencies to contact are:

UNICEF
United Nations Plaza
New York, NY 10003
Phone: 212-754-7229

Church World Service
P.O. Box 968
Elkhart, IN 46515
Phone: 219-264-3102

Interfaith Hunger Appeal
475 Riverside Drive
Suite 635
New York, NY 10115
Phone: 212-870-2035

InterAction
200 Park Avenue South
New York, NY 10017
Phone: 212-777-8210

D. Make a class action plan to help either locally or internationally with hunger relief. Elicit student suggestions and make a list of possible projects. Decide on the one or two projects the class will do.

Further Exploration
(Curriculum Integration)

1. Follow through on the class Plan for Action.

2. Write an article or letters to the editor for the school or local newspaper describing the class project(s) to help the hungry.

3. If students decide on a project involving the raising of money they should keep track of the funds by making a wall sized graph as part of their mathematics studies.

4. Read *Bringing the Rain to Kapiti Plain* by Vera Aardema, Dail Press,New York, 1881. Students then draw the sequence of events in the story on long strips of paper 2" x 12" folded in half and then in half again to allow for 4 separate pictures. See below.

5. As a language arts activity write for free seed catalogs. Write to several of these companies to ask for free catalogs and to order seeds for # 6 below.

W. Atlee Burpee Co.
Warminster, PA 18974

Park Seed Co.
Hwy 254 N.
Greenwood, SC 29647

Joseph Harris Co., Inc.
Moreton Farm
3670 Buffalo Road
Rochester, NY 14624

Gurney's Seed and Nursery Co.
2nd & Capitol
Yanton, SD 57079

Otis Twilley Seed Co., Inc.
P.O. Box 65
Trevose, PA 19047

Johnny's Selected Seeds
Albion, ME 04910

6. Grow seeds under varying conditions - too much/too little water, poor/good soil, heat/cold. Chart the growth.

7. Sing the following songs:
"We are the World," U.S.A. for Africa, United Support of Artists for Africa, 1985.
"It's a Small Wold," *Walt Disney's It's a Small World*, A Golden Press, 1963.

8 BEST COPY AVAILABLE

FACTS: HUNGER: MYTHS & REALITIES

MYTH ONE

There is not enough food and not enough land.

Untrue: Measured globally, there is enough to feed everyone. For example there is enough grain being produced today to provide everybody in the world with enough protein and about 3000 calories a day, which is what the average American consumes. But the world's food supply is not evenly distributed. Those who have much accumulate more, while those who have little edge toward starvation. In most countries with widespread hunger, a few large landowners control nearly all agricultural production sometimes with disastrous results. Much rich farmland remains unused, or one harvest is gathered per year when there could be two or three. Land is used for "cash crops" such as cotton or coffee instead of food. To the owners, land becomes an "investment" not a source of food for the people who live on it.

MYTH TWO

There are too many people to feed.

Contrary to popular belief, overpopulation is not the cause of hunger. It's usually the other way around: hunger is one of the real causes of overpopulation. The more children a poor family has the more likely some will survive to work in the fields or in the city to add to the family's small income and, later, to care for the parents in their old age. All this points to the disease that is at the root of both hunger and overpopulation: the powerlessness of people who must rely on food that is grown and distributed by wealthy people who have never felt hunger pangs, yet who determine how the land will be used, if at all and who will benefit from its fruits. High birth rates are symptoms of the failures of a social system –inadequate family income, inadequate nutrition and health care and old-age security.

MYTH THREE

Growing more food will mean less hunger in poor countries.

But it doesn't seem to work that way. "More food" is what the last 30 years' War on Hunger has been about. Farming methods have been "modernized," ambitious irrigation plans carried out, "miracle" seeds, new pesticides, fertilizers and machinery have become available. But who has come out better off? Farmers who already have land, money and the ability to buy on credit — not the desperately poor and hungry. In Pakistan for example a farmer must have at least 12.5 acres of land to get a loan from the Bank: but this excludes over 80 percent of Pakistan's farmers. Who else benefits? Moneylenders, landlords, bureaucrats, military officers, city-based speculators and foreign corporations — as the value of the land goes up only the rich can afford to buy the farming land. Small farmers go bankrupt or are bought out. Human energy and imagination can be organized to turn a desert into a grainfield. This can be done — we have the know-how. When land is in the hands of the people who live and work on it, they are more likely to be motivated to make the land more productive and distribution of food more equitable thus benefitting all peoples.

Global Hunger:
"950 million people are chronically malnourished. 10 million women who are themselves malnourished bear malnourished babies."
World Military & Social Expenditures, 1989

Each year 15 million children under age 5 die — ¼ of all the world's deaths. Up to half of those who survive suffer malnutrition severe enough to leave them with nonreversible damage.
Understanding the Presbyterian Hunger Program

"Every minute 15 children in the world die for want of essential food and inexpensive vaccines and every minute the world's military machine takes another $1,900,000 from the public treasury."
World Military & Social Expenditures, 1989

We could save many of the world's children at an overall cost of $5 each through programs promoting immunization, breastfeeding, rehydration therapy (which counteracts diarrhea) and improved child care generally.
GAIA: An Atlas of Planet Management

Poverty and Plenty:
In the Northern Hemisphere, malnutrition takes the form of over-consumption of sugars, fats and animal products resulting in obesity, heart disease and diabetes. In the US alone, at least ⅓ of those aged over 40 can be classified as obese. In 1982, the UK spent 235 million on slimming aids — compared to just 50 million donated to private aid agencies.
GAIA: An Atlas of Planet Management

"The chances of dying from social neglect (from malnutrition and preventable disease) are 33 times greater than the chances of dying in a war."
World Military & Social Expenditures, 1989

Each child born in the industrialized world will consume 20 to 40 times as much as a child in the developing world in his or her lifetime. So small population increases in the rich world put 8 times as much pressure on world resources as larger population increases in the poor world.
Understanding the Presbyterian Hunger Program

ED 9044

MYTH FOUR

Hunger is a contest between rich countries and poor countries.

To many Americans the hungry world is seen as the enemy who in Lyndon Johnson's words, "ain't what we got." But hunger will never be eliminated until we recognize the poor of Bangladesh, Colombia, or Senegal as our neighbors. Rich or poor we are all part of the same global food system which is gradually coming under the control of a few huge corporations. These giant businesses grow and market food for the benefit of those people who have money which means primarily people in North American and Europe. Poor people in the Third World market pay food prices that are determined by what people in rich countries are willing to pay. This is direct cause of hunger in many poor countries. On the other hand, people in rich countries are unaware that their own consumption is creating a suction force in the world food market, diverting food from meeting the needs of the very people who have grown it. In both rich and poor countries farmers, workers, consumers feel the impact of this system of international control, through artificial shortages of certain products, through high food prices, through poor-quality goods. Even in countries like the United States and Canada, small farmers find themselves unable to afford the machinery they need to keep their farms running well. Older people on small pensions even in the United States and Canada, find themselves unable to afford the food they deserve.

MYTH FIVE

Hunger can be solved by redistributing the food to the hungry.

Over and over we hear that North America is the world's last remaining "bread basket." The rich world's overconsumption and wastefulness are endlessly compared with the misery of the poor. True. Adapting a simpler lifestyle helps us to understand our interrelatedness with all people and less wastefulness is better stewardship. But neither "one less hamburger a week," nor massive food aid programs, will eventually solve widespread starvation and poverty in the poorest nation. People will only cease to be poor when they control the means of providing and/or producing food for themselves. We must face up to the real questions: Who controls the land? Who cultivates it? A few, or all who need to? What will be grown in poorer nations — strawberries to export to the tables of the well-fed in the United Staters or basic grains for local consumption? How can control of the land get back into the hands of the people who need it? Who influences the distribution of food? How can people be enabled to provide food for themselves?

MYTH SIX

A strong military defense provides a secure environment in which people can prosper.

But who feels secure on an empty stomach? The extraordinary investment the world makes in armaments annually (currently $900 billion) ensures that few funds are available for agricultural and economic development and shows that those who decide how a nation's money is spent are not intimately acquainted with the violence of hunger. The security of countries both great and small, depends first of all on a population that has enough food, enough jobs, adequate energy and safe, comfortable housing. When a society cannot provide these basics, all the guns and bombs in the world cannot maintain peace.

This article is based on material by Frances Moore Lappé and Joseph Collins, co-authors of "Food First: Beyond the Myth of Scarcity," and "World Hunger: Twelve Myths." All graphics used with permission of Youth Magazine, United Church Press.

Hunger in the US:

Our children are growing poorer. All groups of children are poorer today than at the beginning of the decade.

Poverty rates among white children has increased by almost a third. If present trends persist, white children may eventually face the same savage levels of poverty in the future that now afflict black and Hispanic children. Today nearly one in two black and one in three Hispanic children is poor.

In the year 2000, one in four of all American children, 16 million children, will be poor — 3 million more than in 1987.

Children's Defense Budget, 1989

Hunger is a problem of epidemic proportions across the US. While no one knows the precise number of hungry Americans, available evidence indicates that up to 20,000,000 citizens may be hungry at least some period of time each month.

Some 71% of the soup kitchens and food pantries reported that private charity cannot meet the need for food assistance in the local communities.

Physician Task Force on Hunger in America

Sources:

GAIA: An Atlas of Planet Management, 1984, Dr. Norman Myers, editor Anchor Press/Doubleday & Company, Inc., New York.

Hunger in America: The Growing Epidemic, 1985, Physician Task Force on Hunger in America, Harvard University School of Public Health.

Understanding the Presbyterian Hunger Program, 100 Witherspoon Street, Louisville, KY 40202.

A Vision for America's Future: An Agenda for the 1990s: A Children's Defense Budget, 1989, Children's Defense Fund, 122 C Street, NW, Washington, DC 20001.

World Hunger: Twelve Myths, 1986, Frances Moore Lappe and Joseph Collins, Food First, Institute for Food & Development Policy, 145 Ninth Street, San Francisco, CA 94103.

World Military & Social Expenditures, 1989, Ruth Leger Sivard, World Priorities, Inc., Box 25140, Washington, DC 20007.

Additional Resources:

Exploding the Hunger Myths: A High School Curriculum, 1987, Sonja Williams, Institute for Food & Development Policy, 145 Ninth Street, San Francisco, CA 94103.

Food, Hunger, Agribusiness: A Directory of Resources, Arthur Simon, Bread for the World, 802 Rhode Island Ave., NE, Washington, DC 20018.

State of the World, 1989, Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Office on Global Education, Church World Service, 2115 N. Charles St., Baltimore, MD 21218-5755

This FACT sheet is one of a series, each covering a facet of Global Education.

Part Two: Children and Justice

Teacher's note: On November 20, 1989, the U.N. General Assembly adopted by consensus the U.N. Convention on the Rights of the Child. A U.N. Convention is a legal document setting out universally acceptable standards, agreed among nations by consensus. Individual nations signify their intention to comply with the provisions and obligations of the Convention by ratifying it and making it law.

The general rule is that children are afforded the same basic rights as adults. However, because of their physical and mental immaturity, children are especially vulnerable and require special rights to protect them.

International law for the protection of children has been developing since the beginning of the twentieth century. The U.N. Convention on the Rights of the Child consolidates the existing international law and establishes new standards to meet needs not previously addressed.

The Convention deals with children's social, economic, and cultural rights, as well as their civil and political rights. The rights of the child can be categorized under three main headings:

- **The Right to Survival** - through the provision of adequa e food, shelter, clean water and health care.
- **The Right to Protection** - from abuse, neglect and exploitation, including the right to special protection in times of war.
- **The Right to Develop** - in a safe environment, through the provision of formal education, constructive play, advanced health care and the opportunity to participate in the social, economic, religious, and political life of the culture – free from discrimination.

The U.S. has not ratified the Convention.

Objectives

1. To realize we each have rights.
2. To recognize and appreciate basic human commonalities and differences.
3. To demonstrate communication skills.
4. To develop awareness that the U.S. has not yet signed the Convention.

Time Required

One class period of 30 - 45 minutes or more time at teacher discretion.

Materials

- One very large paper cut in the shape of a child - suitable for a bulletin board.
- Drawing paper.
- Crayons and/or markers and glue for each student.
- Writing paper.
- Old magazines - National Geographic type - for cutting out pictures.
- Handout of T-shirt or a cotton t-shirt and permanent marking pens or fabric crayons. (Fabric crayons are available in most yard goods or hobby/craft stores.)
- A-V equipment, if needed.
- Copies of **Student Guide on Street Children**.

> *"Why have children's rights never been implemented? Why has a world full of parents been unable to keep any of its promises to children? Because children have no votes. They have no political power. They lack even the other kind of power which comes from the barrel of a gun."*
> —T. Vittachi

Lesson Plan: Children and Justice

I. Definition of the Rights of the Child:

A. Ask students if they have ever been treated unfairly. Record responses on the chalk board. How did they feel? Then introduce the concept of human rights and if students feel that children have human rights, i.e. rights we have just because we are human. *For example:* Freedom from slavery; to own property; to education; to a family; to life, liberty, and security of person; to nationality and participation in government; to be free from hunger.

B. Ask students if they think children need special kinds of rights. Why? (Because of their physical and mental immaturity, children are especially vulnerable and require special rights to protect them.)

II. Abuse of Children's Rights

Show one of the suggested videos or film strips (see Audiovisuals at end of lesson) and discuss with the class examples of rights violations portrayed.

OR

Distribute and discuss **Study Guide on Street Children**.

III. What's the U.N.?

Teacher should have a brief discussion with the class about the U.N. -why it was formed, who belongs, what its mission is, etc. One issue the U.N. addressed recently is the Rights of Children.

IV. What If ... ?

A. Teacher will pick one of the points of the Convention **(see chart)** that overlaps, if possible, with what students identified above. Discuss "what if..." situations with the class. At this point teacher will decide if he/she thinks the class needs to do the activities listed in the chart after group discussion of each right or if class will discuss more than one right and then choose the activities.

Note: The What if... chart is designed for the teacher's use in planning and managing the discussion and activities. Teacher can check-off on the chart those activities he/she wants done and assign students to specific activities or allow student choice of activities and use the chart for management purposes. A large reproduction of the activities part of the chart to hang up in the classroom would help manage the lesson if students are to be allowed a range of activity choices. Mark each square with the student's name or group's name for each activity choice.

Description of activities:

Write – write a sentence or short paragraph of student's what if...

Draw – draw a small picture of student generated what if...

Collage – cut pictures from magazines and glue them randomly on a piece of paper to form an attractive display that depicts the what if...

Role Play – students makes up a short play in which they pretend they are having the problem discussed.

A variety of activities for each right is very desirable.

B. Add writing and art work to the bulletin board; do role plays for class. This bulletin board could be for school wide display.

C. Repeat 5 & 6 as many times as you wish.

IV. Follow-Up

A. Ask the following questions to see if children have developed an understanding of the problem:

1. Why do children have rights?

2. What three (or four) rights do you feel are the most important rights of children? Why?

3. Why do you think countries all over the world need these laws?

B. Explore next steps.

1. What could you (we as a class) do to ensure that you and all children continue to have these rights we have talked about?

2. What could you (we as a class) do to help other children around the world be assured of these rights? See **Students *CAN* Make a Difference** sheet for ideas.

3. Do you think the U.S. should ratify the convention? Why do you think as you do?

4. How could you help convince the U.S. government to ratify the convention?

C. T-SHIRT ACTIVITY: How many of you have a T-shirt that tries to convince others about an issue? i. e. Save the Whales; Give a Hoot - Don't Pollute; Save the Earth; etc.

Design a T-shirt (using the handout) to convince others to write to the government asking for ratification of the Convention. This can be hung up as a bulletin board using string as a clothesline stapled to the wall and clothespins to hang up each shirt.

And/Or

Using a T-shirt each student brings to class (some students might not be able to bring a T-shirt) or is provided for each student through school funds, parent organization funds, local merchants, or grant from local service organizations, each child designs and makes his/her own T-shirt with permanent marking pens and/or fabric crayons. (Follow directions for use provided with crayons.)

Further Exploration

1. Survey another class in your school to find out if they know about the U.N. Convention on the Rights of the Child. Share with them three things you have learned about the Convention. Do the same with your local parent-teacher organization.

2. Go to the library or contact the United Nations (UNICEF) to find out which countries have ratified the Convention and which haven't. Try to figure out why some countries have not yet ratified the Convention.

The U.N. Convention on the Rights of the Child

Teacher Planning Guide

Rights	***What If...***	***Write Draw Collage Role Play***
discrimination: The Convention states... *All rights shall be extended to each child, irrespective of the child's, or his or her parent's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other basis.*	.... you wanted to live in a different part of your town and you weren't allowed to because of the color of your skin, or the color of your hair.	
survival and development: The Convention states... *Every child has the inherent right to life, survival, and development* (growth).	... you were not able or allowed to have a house, doctor's care, enough food.	
health and health services: The Convention states... *The child has a right to the highest attainable standard of health and to medical and rehabilitation facilities. Appropriate measures should be taken to diminish infant mortality; ensure the provision of necessary medical assistance and health care; combat disease and malnutrition; ensure health care for expectant mothers; develop preventive health care and family planning education and services.*	... you were not able to go to the best hospital available to get well. ... you didn't have a doctor or nurse nearby. ... you couldn't get vaccines to keep well.	
education: The Convention states... *The child has a right to free and compulsory primary education, equal access to secondary and higher education and school discipline which reflects the child's human dignity.*	... your parents had to pay for you to go to school. ... not everybody could go to high school.	
children with disabilities: The Convention states... *A mentally or physically disabled child has the right to a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate active participation in the community.*	... because you were disabled you were not allowed an education. ... there were no laws about handicapped access to buildings.	
abuse and exploitation: The Convention states... *Children shall be protected from all forms of physical and mental abuse, neglect or exploitation, including sexual abuse, child prostitution and participation in child pornography, and all other forms of exploitation prejudicial to the child's welfare.*	... you were abused and there were no laws to protect you. ... someone could make you go to work at five or six years old.	
juvenile justice: The Convention states... *All children are to be protected from: torture or other cruel, inhuman or degrading treatment; capital punishment or life imprisonment; and unlawful or arbitrary deprivation of liberty. Accused children have the right to be treated with dignity, presumed innocent until proven guilty in a prompt and fair trial and detained separately from adults.*	... you could be put in jail for life as a child. ... you were put in jail with adult criminals.	

Rights	*What If...*	*Write Draw Collage Role Play*
child labor: The Convention states... *The child has the right to be protected from economic exploitation and from performing any work that may interfere with the child's education, be harmful to his or her health or physical, mental, spiritual, moral or social development.*	... you had to go to work and you could not go to school . ... you had to work at a job dangerous to your health.	
freedom of thought, conscience, religion, expression, and information: The Convention states... *Children of minority communities and/or indigenous origin have the right to enjoy their own culture, practice their own religion, and use their own language. The child has the right to express an opinion freely and have that opinion heard; seek, receive and impart information and ideas of all kinds, through any media; freedom of association and peaceful assembly.*	... you were not allowed to celebrate religious holidays with your family .... you were not allowed to speak the language of your family. .... you were not allowed to say what you think.	
protection of privacy: The Convention states... *The child has a right not to be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honor or reputation.*	... all your mail was read by another before you received it ... the army or the police could come into your home without cause.	
leisure and recreation: The Convention states... *Children have a right to rest and leisure, to engage in play and recreational activities and to participate freely in cultural life and the arts.*	... you were not allowed to play certain sports. ... you were not allowed to go to or be in plays or music programs at school.	

Study Guide on Street Children

On this page you see a map of the world. Can you find your own continent? If you found it, color it green. Afterwards, color parts of the world mentioned in this lesson red. If your own continent is mentioned put a red "x" on the green.

All over the world, in every country, there are children. Black, brown, red, yellow and white children. Young people with their own dreams and wishes, their own expectations of life. Most of these kids live together with their families or other adults who take care of them. There are also youngsters who live without their parents or other people. They have to look after themselves in order to survive. Often, the pavement or a porch is their bed. They work, beg, eat, play, and sleep on the street. The street is their only home. That is why these "Children of the Street" are called street children.

Many people have heard about the kids described above. Maybe you have read something about them or perhaps you have seen a documentary on television about these children. There are many street children in Latin America (color it red). Unfortunately there are youngsters living the same lifestyle in Africa and Asia. In North America, Australia and Europe you can also find children of the street.

In addition to this group of kids, who live permanently on the street, there are also many who spend most of their days in the city streets, but return home every night. You can find these children in any big city in the world. The "Children on the Street" have many different reasons for being on the streets. In some cases, they must work on the street in order to support their families. In Latin America, Asia and Africa there are many children earning a little money by selling cigarettes, candies, chewing gum or flowers. Some kids look after cars or wash car windows for money. They cannot go to school, they need to work.

Other children spend their time on the city streets to avoid going home because they do not get along well with their parents. This last group exists also on every continent.

Of course, some countries have more street children than others. The average ages and the reasons for living on the street are not the same in all countries either.

Now, what happened to your map of the world? It is all red, even your own continent has a red "x". Did you ever think of that?

Most street children live in big cities. How is it possible that there are more street children in the cities than in the villages?

—*Common Concern*, June 1990, World YWCA, 37 Quai Wilson, 12101, Geneva, Switzerland

Find Out Who Is a Street Child

Jessica is a child who lives to play outside. When she does not have to go to school you can find her outside. She is good at thinking of funny games she can play alone or with other children. The only time she goes inside is when she has to eat or to sleep. For Jessica the street is one big playground.

Raoul leaves his home every morning at six o'clock to go to the main street in town. He likes to be there early because then he can earn more money. People who work in offices like to start the day with clean shoes, so, before they go to work, they have their shoes shined by Raoul and his friends. There are customers all day, but not as many as in the mornings. Every morning when Raoul leaves home he hopes to return late in the evening with lots of money.

"Oeaaah," **Patricia** wakes up because of the sun which is shining in her face. It is hard to get up, for Luis is lying across her and she does not want to waken him. As usual, she is the first of the group who is awake. She likes to feel the sun on her body because her bones feel stiff due to the cold of last night. Today she has to find a piece of cardboard to lie on. It will protect her a little bit against the cold pavement.

Mike is in a bad mood. He wanted to see a movie on television, but his father told him to wash the car. Afterwards he will get some extra spending money, but at this moment he wishes he were watching the movie instead of wasting his time on the street washing a car.

Helen is just leaving home. She has an appointment with her friends on the street corner near the cinema. Almost every evening they meet each other there. They just talk a little bit and have fun, and at about ten o'clock, everyone goes home. These appointments are very important to Helen because she feels comfortable with her friends.

Did you read the five stories? Discuss whether you think each one is a street child or not, and explain why.

Jessica: Yes/No (circle one) Why?

_____

_____

Raoul: Yes/No (circle one) Why?

_____

_____

Patricia: Yes/No (circle one) Why?

_____

_____

Mike: Yes/No (circle one) Why?

_____

_____

Helen: Yes/No (circle one) Why?

_____

_____

A Child of the Street Speaks

This interview was held with a thirteen-year-old boy from Tijuana in Mexico. Tijuana is situated near the U.S./Mexico border.

How long have you been in the streets?
Three years.

Do you have any contact with your family?
I only go there when I have to take a bath.

Do you have brothers and sisters?
Yes, one older brother and two younger sisters.

Where do they live?
In Tijuana, with my mother and stepfather.

Do you live in a group or alone in the street?
Alone.

Where do you sleep during the night?
With friends or in the street.

What kind of activities do you do in the street?
Play electronic games, sell flowers and go to the movies.

How do you get money?
That's a secret.

What is your opinion about life on the street?
It is difficult, because it is difficult to get food.

What is your opinion about grown-ups?
They are bad.

Did you ever study in your life?
Yes, I did, but I only went to first grade. I can't read or write.

Did you ever think about changing your life?
Yes, I would like to do it with the help of a street educator.

What do you want to be when you are grown-up?
I am not sure about it.

Do you have any advice for the children of the world?
Don't leave home, there are lots of problems.

United Nations Overview

The United Nations (UN) was established after World War II by the United States, the Soviet Union, Great Britain, France and Nationalist China with the hope that by forming a new world organization, future wars could be prevented.

In April, 1945, delegates from 50 countries met in San Francisco to work out the principles and basic structure of the UN – the United Nations Charter. The charter states that the UN was formed to maintain international peace and security, to develop friendly relations among all nations of the world, and to promote justice and cooperation in resolving conflicts.

Membership is open to any "peaceloving" nation that accepts the obligations of the UN charter. By October 1945, 51 nations had accepted the charter and become UN members. Since then, the United Nations has more than tripled in size. Many members admitted since 1950 have been countries of Asia and Africa that were once colonies of European nations. Currently there are 159 nation members.

Each UN member is responsible for paying a portion of the organization's operating expenses. The amount is based on that nation's ability to pay. Today, the maximum contribution is 25 percent and the minimum contribution is below one percent. The United States is the only nation paying 25 percent contribution. Many of the nations have fallen behind in making their payments or can contribute only the minimum amount.

The United Nations is divided into six units with assigned responsibilities as defined in the UN Charter.

1. General Assembly. This is the only major UN body. All member nations are members of the General Assembly. Each may send five delegates, five alternatives, and as many advisors as it wishes. However, during assembly meetings each nation has only one vote. In the General Assembly issues that concern world peace and security, and ways to resolve conflicts between nations are discussed. Most issues brought before the General Assembly are decided by a simple majority vote. Major issues require a two-thirds majority. By charter, the only decisions of the General Assembly that members must obey are votes on the UN budget.

2. Security Council. This is primarily responsible for maintaining international peace and security. The Council has 15 member nations that are each represented by one delegate. Five of these nations are permanent members and include the United States, the Soviet Union, Great Britain, China, and France. The other ten nations are selected by the General Assembly for two-year terms.

3. Secretariat. They carry out the daily business of the United Nations. It is staffed by about 9,000 bureaucrats from member nations. Some work at UN headquarters in New York City and others work at the UN office in Geneva, Switzerland, or in agencies throughout the world.

4. Economic and Social Council. The council plays an important role in UN efforts to advance human rights and improve standards of living worldwide. It promotes cooperation among nations in the areas of health care, education, housing, and human rights.

5. International Court of Justice. The IC handles the legal and judicial affairs of the UN. It is located in the Hague, Netherlands. It is made up of 15 judges, each serving a nine-year term. Judges are chosen by the General Assembly and the Security Council. Each judge must represent a different nation and a different legal system.

6. Trustee Council. This Council handles the affairs of the trust territories placed under UN direction. Certain member nations of the UN serve as trustees, or administrators, under UN supervision. The trustee nations are responsible for preparing the territories for independence. Their representatives, along with the five permanent members of the Security Council, make up the Trusteeship Council. They meet once a year and may call special sessions as necessary.

7. Specialized Agencies. Working under the general direction of the Economic and Social Council, specialized agencies work to improve global social and economic conditions in such areas as agriculture, communications, health, and living and working conditions. Some of the agencies are World Health Organizations, the United Nations Children's Fund, and the Food and Agricultural Organization, International Monetary Fund, and the World Meteorological Organization.

Source: Center for Teaching International Relations, University of Denver.

Part Three: Students *CAN* Make a Difference

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."
—Margaret Mead

Most authorities, including the President's Commission on World Hunger, agree that "the worst aspects of hunger and malnutrition can be eliminated within one generation if the human community acts cooperatively and decisively." We *CAN* make a difference!

A. Ask students to share ways that they know of where individuals, groups of individuals or nations have tried to help deal with some of the global issues discussed in this lesson. Students may come up with examples such as these:

- *Adopt a Child programs*
- *Personal/family donations to local or global agencies*
- *Live Aid, Band Aid, Comic Relief, We Are the World and similar efforts*
- *Direct foreign assistance (country to country)*
- *Aid from international agencies (Red Cross, UNICEF)*
- *Peace Corps, Church World Service*

Ask students to explain the quote: "Give someone a fish and s/he can eat for a day; teach someone to fish and s/he can eat for a lifetime." Ask students, based on what they have learned, whether such a solution would solve all the problems.

Help students understand the difference between short-term assistance (e.g. Red Cross relief efforts after a disaster) and long-term assistance (e.g. programs to develop reliable water supplies). Emphasize the need for both.

B. Ask students to **brainstorm ideas of what they can do** to help. After they have exhausted their ideas, distribute copies of **Handout (Signs of Hope)** to show what other students have done. Have students reflect on each example, encouraging students to consider the feasibility in their school or community organization.

C. Share with the students these other possibilities. [Note: You may wish to adopt one or more of the activities as a class project.]

1. Join a community group doing something about hunger and/or the rights of the child at home or on a national or international level.
a) Contact Church World Service, your denominational hunger/rights office, or other volunteer agencies for suggestion on how to raise funds for their efforts. Church World Service has 25 regional offices located in communities throughout the U.S. For information on the regional office nearest you contact:

Office of Community Outreach,
Church World Service
P.O. Box 968, Elkhart, IN 46515
(219) 264-3102

b) Contact InterAction for a brochure listing the names and addresses of volunteer organizations working on the problem of world hunger and rights of the child.

InterAction
200 Park Avenue South,
New York, NY 10003
(212) 777-8210

2. Find out about a food pantry, soup kitchen or child-care center in your community and volunteer your services.

3. Investigate hunger, poverty and child rights in your own community. Who are the people most affected near you? Invite those working with poor people to speak to your class.

4. Educate others:

"Sometimes I look around me and see that we're becoming more and more self-centered, pre-occupied with money and material things. When I see that happening to kids I get sad. We children should try not to adopt the ways of adults. Sometimes kids say to me 'Don't you think it would be better if they just dropped the bomb?' The only thing I can say is 'I think it would be better to do something about it.'" —Hilary Whelan, U.S.A., age 17

In school – Arrange assemblies featuring films or speakers; develop a children's rights team or hunger education team to visit other classrooms or schools in the district; create posters for display, recommend books or magazine subscriptions for purchase by your school library. (See Additional Resources Section for films, videos, magazines, and books.)

In your community – Visit local civic groups, e.g., Elks, Rotary, Kiwanis, and Lions clubs, to make presentations; place posters in local stores; urge your religious group or club, e.g., Boy Scouts/Girl Scouts, to arrange special programs.

5. Sponsor a feast-or-famine meal at your school, club or house of worship. Get reservations in advance and prepare rice and beans for two-thirds of the guests, and steak, potatoes, vegetables, dessert, and drink for the other third. After the meal, discuss world hunger with the parents and identify ways in which you can do something. This meal could also prompt discussion about nutrition, and how the world's resources (land, water, etc.) are used to grow food. Is the goal to have everyone in the world eat steak? Note that rice and beans are a good protein source. Compare how much land it takes to grow grain to produce animal protein vs. grain for human consumption. See *Diet for a Small Planet*, by Frances Moore Lappe as a source for discussion.

6. Organize a "Read for Children" program in which students find sponsors for a week of reading. The sponsors pledge money for every minute of uninterrupted reading the students undertake at night. Try additional Resources Section for suggested readings if you want to specify hunger or children's rights related topics. The money raised by the class or school can then be donated to a group fighting hunger or working for children's rights.

7. Organize a "Fast for Hunger" at school. Have students donate the money normally spent on lunch to a project to help the hungry. During the specified lunch time, organize speakers, discussion groups, or films on hunger projects.

8. Organize a Thanksgiving food drive for the hungry in your community.

9. Write to your representatives urging them to work toward increasing food and development aid to the hungry people of the world and to support ratification of the UN Convention on the Rights of the Child.

Congressperson _____
US House of Representatives
Washington, D.C. 20515

Senator _____
US Senate Office Building
Washington, D.C. 20510

President _____
The White House
Washington, D.C. 20500

10. Hold a debate. Suggested topics include:
Are food aid and development aid the same?
Do children need special rights and protections above and beyond those already granted to adults?

11. Change your patterns of consumption. Don't waste food. Give up, even for a short time, some luxury purchase, e.g., candy, soda, and donate the money saved to a hunger organization. Evaluate the consumption patterns at your school.

12. Write to local papers urging them to cover issues of hunger and children's rights. Write a letter to the editor in your local paper sharing your perspective on the issues. Write an article on hunger and children's rights for you school or community organization newspaper or newsletter.

Part Four: Additional Resources

Sources for Data:

Black and White in America: Key Facts. Washington, D.C.: Children's Defense Fund, 1985.

Children, 1990, A Report Card, Briefing Book, and Action Primer. Washington, D.C.: Children's Defense Fund, 1990.

Hunger 1990: A Report on the State of World Hunger. Washington, D.C.: Bread for the World Institute on Hunger & Development, 1990.

Kidron, Michael and Ronald Segal. *The New State of the World.* New York: Simon and Schuster, 1987.

Sewell, John W. and Stuart K. Tucker, ed. *Growth, Exports, and Jobs in a Changing World Economy, Agenda 1988.* New Brunswick: Transaction Books, 1988.

Sivard, Ruth Leger. *World Military and Social Expenditures 1989.* Washington, D.C.: World Priorities, 1989.

The State of the World's Children, 1990. Oxford: Oxford University Press, 1990.

World Development Report 1989. Oxford: Oxford University Press, 1989.

Books on Hunger

Bread for the World. Arthur Simon. Bread for the World. 802 Rhode Island Avenue, N.E. Washington, D.C. 20018. 1984. (Teacher Resource)

Bringing the Rain to Kapiti Plain. Verna Aardema. Dail Press. New York. 1981. (Storybook)

Creative Food Experiences for Children. Mary T. Goodwin. Center for Science in the Public Interest. Washington, D.C. 1974. (Activities about food to encourage good nutrition for children)

Food for Beginners. Susan George and Nigel Paige. W.W. Norton & Co., Inc. 500 Fifth Avenue, New York, NY 10110. 1982. (Teacher Resource)

The Hungry World. Elaine Israel. Julian Messner. New York. 1977. (Teacher resource).

Insect Pests. George S. Fischer. Golden Press. New York. 1966.

Make a World of Difference: Creative Activities for Global Learning. Office on Global Education. Cincinnatti, OH. Friendship Press, 1990.

The Plants We Eat. Millicent Selsam. Morrow. New York. 1981.

Why Are People Hungry? Ruth Versfield. Gloucester Press. New York. 1988.

World Hunger: Ten Myths. Frances Moore Lappé and Joseph Collins. Institute for Food & Development Policy. 2588 Mission Street, San Francisco, CA 94110. 1979. (Teacher Resource)

Books on Children's Rights

In the Child's Best Interest. Kay Castelle. Foster Parents Plan International, Inc. East Greenwich, RI and Defense for Children International- USA. New York. 1990. (Teacher resource)

The Next Generation. Judith Ennew and Brian Milne. New Society. Philadelphia, PA and Santa Cruz, CA. 1990. (Teacher resource)

Video Resources

Note: All A-V materials cited are available at no charge from Church World Service, Film Library, P.O. Box 968, 28606 Phillips St, Elkhart, Indiana 46515. Tel: (219) 264-3102. A listing of other films is available from the same address.

On Hunger

Bringing the Rain to Kapiti Plain (Reading Rainbow Series) (Video) 20 minutes.

Charlie Cheddar's Choice. (Filmstrip) 13 minutes: A friendly mouse introduces youngsters to some basic facts about hunger and some responses.
Feeding the World. (Video) 23 minutes: Animated characters take the audience on a world-wide tour to learn about food production.

Get Ready, Get Set, Grow. (Video) 15 minutes: An introduction to the wonders of gardening.

On Children's Rights

A House for Fernando's Family (filmstrip) A Phillipino boy and his family build a house of their own after being displaced from their city shanty.

Children of the Sun, Children of the Rain (filmstrip) The effect of poverty on children of South America.

Remember Me (film/VHS) 15 minutes: Poignant vignettes of children from around the world. Recommended for upper elementary.

Why Doesn't Papa Come Home? (VHS) 9 minutes: A Black South African mother and her son introduce children to the injustices of apartheid.

Resources From the Office on Global Education

Please Prepay Orders. Prices below reflect printing costs only.

Quantity	Order No.			Amount
_____	AV 19	**Hunger Hotline Revisited: Global Food Crisis** 17-minute color filmstrip with pulsed cassette tape, script and study guide.	$10.00	_____
		Children Hungering for Justice Two 1-hour sessions on world hunger and children's rights for entry level learner, available for grades: _____ K-4 ED 9160 _____ 5-8 ED 9161 _____ 9-12 ED 9162	$3.00 ea.	_____
_____	ED 8306	**Child of the Universe** 4-minute slide show with pulsed tape. A reflection on the oneness of the human family. Song-text: Desiderata. Upbeat, moving, meditative.	$20.00	_____
_____	ED 8607	**No More Separate Futures** 9-minute slide show with pulsed tape and script. An exploration of issues that demand a global perspective. Factual data based on thought-provoking questions.	$20.00	_____
_____	ED 10	**World Hunger: Asking the Right Questions** Global Education Reprint by Susan George	One free sample. Bulk price: 1-10, 50¢ each. Over 10, 35¢ ea.	_____
_____		**Annual CWS Global Calendar** Large full-color calendar (10-1/2" x 24") with prize-winning photos of life in developing countries. Also includes information on global issues such as food production, appropriate technology, water and health.	$16.00 Available fall of each year for the following year.	_____
_____		**Global Greeting Cards** 10 cards (blank inside) with envelopes; selected photos from CWS Global Calendar. *Sold as a set only.*	$8.00	_____
		Fact Sheets Beginning briefing sheets on facts and resources. (One free sample of each sheet available)	5¢ each	_____
_____	ED 9141 Facts: Security at Risk		_____	ED 9147 Facts: Water
_____	ED 9142 Facts: Children at Risk		_____	ED 8848 Facts: Global Illiteracy USA
_____	ED 9043 Facts: Environment at Risk		_____	ED 9149 Facts: Refugees
_____	ED 9044 Facts: Hunger: Myths and Realities		_____	ED 9050 Facts: Debt
_____	ED 9045 Facts: Rural Crisis		_____	ED 9051 Facts: Drugs
_____	ED 9046 Facts: Women at Risk		_____	ED 9152 Facts: South Africa
		New Global Issue Curricula Three 50-minute (expandable to 90-minute) action oriented curricula on important global issues facing us today. (Free)		
	_____ South Africa CE 9056	_____ Environment CE 9057	_____ Debt CE 9058	

Subtotal: _____

Add 15% for postage: _____

Total Order: _____

Please photocopy this form to mail to the address below.

Order Information

Name _____

Address _____

_____

Enclosed is $ _____.

Make check payable to: Church World Service.

Return to: Church World Service
P.O. Box 968
Elkhart, IN 46515-0968

Global Education
"A World's-Eye View"

Global education or education for global justice is a process which helps people understand the conditions of hunger, poverty and oppression and why these conditions exist and persist. Global education arouses and nurtures in individuals a commitment to envision and actively promote a more just, sustainable, participatory and thus, human global environment.

Office on Global Education

The CWS Office on Global Education is mandated to inform and sensitize the U.S. public about the root causes of hunger, the limitations of global resources and the interdependence of all people. The Office works in a collaborative and cooperative style, animating and supporting existing initiatives in global education in the U.S., as well as providing educational programming.

Church World Service is the relief, refugee resettlement and development agency of the National Council of Churches of Christ in the U.S.A. CWS cooperates with and acts on behalf of 31 Protestant and Orthodox communions. Its overseas work is undertaken by local agencies, usually church-related, in more than 70 countries around the world. Thus CWS is a link in a people-to-people network of U.S. churches and overseas colleague agencies working in partnership to help people help themselves.

Center for Teaching International Relations

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate global and international studies. CTIR offers graduate courses in education; conducts teacher inservice workshops; offers travel and retreat courses with credit during the summer months and other vacation periods; develops, publishes, and disseminates curriculum materials; and offers consultative services to schools. Although national in scope, the Center focuses its attention on a twelve-state area, including the Rocky Mountain and Great Plains regions.

For listing of other educational resources write to:

Office on Global Education
Church World Service
2115 N. Charles St.
Baltimore, Maryland 21218
(301) 727-6106

Center for Teaching International Relations
The Graduate School of International Studies
University of Denver
Denver, Colorado 80208-0268
(303) 871-3106

ED 9160